

MAYLAND COMMUNITY COLLEGE



EDU 144 SECTION 10
August 2007

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**MAYLAND COMMUNITY COLLEGE
Welcomes You To:**

**EDU 144 SECTION 10
CHILD DEVELOPMENT II
CREDIT HOURS: 3 CONTACT HOURS: 3**

Course Description

This course covers the theories of child development, the developmental sequences and factors that influence children's development, from conception through pre-school for all children. Emphasis is placed on sequences in physical/motor, social, emotional, cognitive, and language development multiple influences on development and learning of the whole child. Upon completion, students should be able to identify typical and atypical developmental characteristics, plan experiences to enhance development, and describe appropriate interaction techniques and environments.

Prerequisites: none

Corequisites: none

Instructor Information

Instructor: Deborah Greenlee
Office Location:
Telephone Number: (828) 765-7351 extension 380
Cell: (828) 467-0630 (when leaving voice mail please leave a call back number, if you need a call back)
E-mail Address: dgreenlee@mayland.edu
Office Hours: Monday 1:00 to 2:00 & 5:00 to 6:00
Tuesday 5:00 to 6:00
Wednesday 1:00 to 2:00 & 4:00 to 5:00
Thursday 9:00 to 11:00 & 2:00 to 4:00
Friday 11:00 to 1:00

Course Information

Class meets on Wednesday 12:00 – 1:20 PM in Gwaltney Hall, room 207
OPTION B: 1:00 – 2:00

Required Text(s): Berk, Laura E. **Infants and Children.** Fifth Edition.
Boston: Allyn and Bacon. 2005.

Mooney, Carol Garhart. **Theories of Childhood.**
Minnesota: Redleaf Press. 2000.

LRC Resources: books, magazines, journals

Required supplies: Basic supplies (pens, paper, etc.), internet access

Course Objectives/Competencies:

1. Discuss ways in which biological and environmental factors influence all children's development and learning from conception to the pre-school years.
2. Identify theories, research, principles of child development, growth, and learning in all domains.
3. Describe stages of development, developmental milestones, and characteristic behaviors in all domains from conception to middle childhood.
4. Identify appropriate observation techniques for assessing developmental levels and skills of all children.
5. Plan developmentally appropriate experiences, interaction techniques and environments that are sensitive to and meet the individual needs of all children and families with differing backgrounds, i. e. linguistic, culture, geographic, ethnic and socioeconomic.

Attendance Policy/Tardiness/Make-Up Work:

Regular class attendance is regarded as essential to the academic progress of the student. Students are expected to be present for the entire class time and will not be counted present if they leave early. You are expected to attend class and are therefore responsible for contacting the instructor **BEFORE** class begins if you will be absent. Attendance is counted as 1 test grade.

Two (2) tardies will equal 1 absence. You are considered tardy if not in the classroom at the appointed time for class to begin.

I expect that all assignments will be turned in on time. Late assignments WILL NOT be accepted!!!!!!

To make up an absence you must do **ALL** of the following:

- ✓ 1 critique (in MLA format) concerning infants and children development.
- ✓ A 2 page summary of the current chapter of **Infants and Children and/or Theories of Childhood** that we are addressing in class. This summary is to be typed, double spaced, using 12 font, with no cursive or color.

This work **must** be turned in to the instructor within **one week** after you return to class or make-up work **will not be accepted. No partial make-up work will be accepted!!!!**

Grading Criteria/Tests/Projects:

Participation:

Participation in class discussions and activities is required and expected. In 1944 John Dewey said, "One cannot share in social intercourse with others without learning – without getting a broader point of view and perceiving, things of which one would otherwise be ignorant."

Reading:

Reading of texts and instructor assigned material is expected and required. Students are expected to be prepared for class, this requires staying current with course materials.

Review/Critiques:

Review/Critique 4 journal, magazine, newspaper, or internet articles relating to development during infancy to early childhood (ages birth to 6 years). Students will read the article, summarize the information, and critique (or give your impression of) this information in a one to one and one-half pages.

Review/Critique copyright cannot be over 10 years old. Reviews/Critiques must be typed, using 12 size font with professional font (no color or cursive) and be double spaced. Citation of article must be in MLA format. Correct MLA citation information is posted on LEO.

Due: August 30

September 13

September 27

October 11

- Students will share a brief summary of critiques on specified dates.

Observations:

Each student will observe **one** child in infancy or early childhood (ages birth to 6 years) using the following agenda:

- Observe and talk with the child for a minimum of 30 minutes (preferably at least 60 minutes).
- Record activities in which the child participates, his/her behavior, interactions with other children and adults, and anything else you observe. Considering the Psychosocial Developmental Stages of Erik Erikson and the Cognitive Development Stages of Jean Piaget which stage do you believe the child you have observed is in, explain why you believe this? Do not be fooled into the thought that a child is of a certain age and the charts say....remember these are approximates, not definites. **These are 2 distinctive stages meaning that you will need to address both stages of development, cognitive and social.**

- Your observation will be presented in class and then turned into instructor.

Students will not need to use observation form provided in other classes in the Early Childhood Education Department. Observations are to be typed, double spaced, using size 12 font, and a professional font (no color or cursive).

Students who have difficulty observing children may choose to develop **3** activities, **including an explanation of why these activities are age appropriate.** Contact the instructor if you choose to do this.

Due: November 6

Theories of Development:

Each student will select a child development theorist (Piaget, Erickson, Vygotsky, Freud, etc.) to study. **Students will not be allowed to report on the same theorist.**

- The student will research the individual's ideas concerning the development of children during early childhood and write a report which includes these findings plus the student's opinions concerning the information.
- The written report is to be no less than **4** pages in length and include a bibliography of at least 2 books and 2 magazine, internet or journal articles in MLA format.
- The written report will be 12 font size and in an acceptable professional font (no color or cursive), double spaced, and presented with a coversheet.

On the due date, you will turn in your written report and present an oral summary of your findings. The oral report should be at least 3 minutes but no longer than 6 minutes. **You will not be allowed to read your report; however, you may use notes for the presentation.** You may use posters, handouts, overheads, role playing, power point, etc. to present your report to the class. A list of the theorists is available on LEO. This is to give you an opportunity to choose your 1, 2, & 3 choices, as you will make your final selection in class.

Begin presentations: December 11

Activities:

Students will write **3** activities for infants ages birth to 12 months.

Activities will be recorded on Activity Plan Sheet, provided by the instructor. A copy of the Activity Plan Sheet is posted on LEO.

Due: October 23

Tests:

Tests on material(s) covered in class and assigned readings. You are expected to take tests on assigned dates. If this is not possible, you are responsible for making prior arrangements with the instructor. All make-up tests **must** be taken within **one week** of assigned date. After one week, the grade for the test will be

a zero. It is the student's responsibility (not the instructor's) to initiate the make-up arrangements. There will be an accumulative final that must be taken on assigned date or the test grade will be zero.

Grading Criteria:

Activities	10%
Critiques	10%
Tests & Attendance	20%
Observations	20%
Theories of Development	30%

Grading Scale:

A = 94 - 100
B = 86 - 93
C = 78 - 85
D = 70 - 77
F = Below 70

Inclement Weather Procedures:

In all periods of inclement weather you are reminded to use good judgment when making travel decisions. Life and safety are the primary considerations. While individuals are expected to give due consideration to their responsibilities for attendance, the College recognizes and expects that adults must ultimately make their own decisions about attendance and accept responsibility for them. When announcements pertaining to schedule changes due to inclement weather are made, it will be posted on the front page of Mayland's Website (www.mayland.edu), on the homepage for LEO at leo.mayland.edu and aired on local radio and television outlets. For complete listing of these radio and television outlets refer to the Student Handbook. Make-up work will be assigned according to procedures already cited in this syllabus.

Academic Standards/Student Expectations/Ethics:

Please turn off all electronic equipment; cell phones, beepers, or etc. during class, unless you have prior instructor approval to leave turned on. Students are expected to conduct themselves as mature and responsible individuals at all times, showing high regard and respect for the rights, privileges and property of others, including college facilities and property. Students who are disrespectful, exhibit rude or disrespectful behavior to the instructor or other students will be asked to leave class. For grading purposes this will be considered an absence. All students are expected to follow MCC's Conduct Policy & Student Code of Conduct. Violation of any regulations or applicable federal, state, or local statutes may result in administrative action up to and including suspension or expulsion.

In addition to academic performance, students should exhibit the qualities of honesty and integrity. Any form of dishonesty (cheating, fabrication, facilitation of academic dishonesty, plagiarism, etc.) will make the student subject to disciplinary action. In other words **Be honest!**

The incomplete "I" grade indicates that the student has failed to finish a portion of the required work for the class due to unusual circumstances. Should you request and receive an "I" for this course; it must be removed before the end of the next semester to avoid the grade automatically changing to an "F".

Please retain a copy of this syllabus and refer to it often, this is your guide to course expectations and requirements. If this syllabus is lost a new one may be downloaded from LEO.

Administrative Withdrawal Policy:

If a student has not been in contact with the instructor and has not attended class for a two-week period, an administrative withdrawal will be submitted by the instructor.

Withdrawal Dates:

Fall 2007

End of Unconditional Withdrawal	Tuesday, September 25, 2007
End of Conditional Withdrawal	Thursday, November 1, 2007

Any student requesting special accommodations for this course due to a disability should apply for services through the SOAR Office or the Counseling Center, which will document the disability. A counselor will then help determine which accommodations, if any, the student needs for success in this course.

While I have attempted to be as thorough as possible with this syllabus, course procedures may vary from this outline to meet the needs of this particular group of students. If you have concerns about my information printed in this syllabus, please share your concerns with the instructor.

Course Outline/Weekly Topics

Week 1	Chapter 1 Infants and Children History, Theory, and Research
Week 2	Chapter 2 Infants and Children Biological and Environmental Foundations
Week 3	Chapter 3 Infants and Children Prenatal Development & The Basics of Developmentally Appropriate Practice (DAP) The Main Idea & Deciding What is Developmentally Appropriate

pages 3 – 14

- Week 4 Chapter 4 Infants and Children
Birth and the Newborn Baby
&
The Basics of DAP
How Young Children Learn & Develop
pages 15 – 21
- Week 5 Chapter 5 Infants and Children
Physical Development in Infancy and Toddlerhood
&
The Basics of DAP
Guidelines for Developmentally Appropriate Practice & Creating A Caring
Community of Learners
pages 25 – 30
- Week 6 Chapter 6 Infants and Children
Cognitive Development in Infancy and Toddlerhood
&
The Basics of DAP
Teach to Enhance Development & Learning to Plan Appropriate
Curriculum
pages 31 – 46
- Week 7 Chapter 6 Infants and Children
Cognitive Development in Infancy and Toddlerhood
&
The Basics of DAP
Teach to Enhance Development & Learning to Plan Appropriate
Curriculum
pages 31 – 46
- Week 8 Chapter 7 Infants and Children
Emotional and Social Development in Infancy and Toddlerhood
&
The Basics of DAP
Assess Children's Development & Learning to Develop Reciprocal
Relationships with Families
pages 47 – 56
- Week 9 Chapter 7 Infants and Children
Emotional and Social Development in Infancy and Toddlerhood
&
The Basics of DAP
Assess Children's Development & Learning to Develop Reciprocal
Relationships with Families
pages 47 – 56
- Week 10 Chapter 8 Infants and Children
Physical Development in Early Childhood
&
The Basics of DAP
FAQs
pages 59 – 68

- Week 11 Chapter 8 Infants and Children
Physical Development in Early Childhood
&
The Basics of DAP
FAQs
pages 59 – 68
- Week 12 Chapter 9 Infants and Children
Cognitive Development in Early Childhood
&
The Basics of DAP
A Changing Picture: Children at 3, 4, and 5
pages 70 – 89
- Week 13 Chapter 9 Infants and Children
Cognitive Development in Early Childhood
&
The Basics of DAP
A Changing Picture: Children at 3, 4, and 5
pages 70 – 89
- Week 14 Chapter 10 Infants and Children
Emotional and Social Development in Early Childhood
- Week 15 Chapter 10 Infants and Children
Emotional and Social Development in Early Childhood
- Week 16 Complete Observations and Theories Reports